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# **What does global mean to secondary learners in Sub- Saharan Africa?**

*Harry Kuchah Kuchah  
and  
Linda Ruas*



# AFRICA TESOL'S INAUGURAL PRE CONFERENCE EVENT

Jointly organised by IATEFL YLTSIG & IATEFL GISIG

In collaboration with ELT Consultants & New Internationalist Easier English Wiki

**Africa in the World, the World in Africa:  
Quality Secondary English language education  
for local and global understanding**

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**DAKAR**  
**Senegal - 4 May 2018**



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9:00 - 10:00 - **Opening Plenary** by **Harry Kuchah Kuchah** and **Linda Ruas**  
What does 'global' mean to secondary learners in Sub-Saharan Africa?



10:15 - 11:30 - **Parallel Sessions**

**Jenny Kinnear** - Addressing issues of social justice in English language teaching in secondary schools – a practical approach (*workshop 1, ELT C*)

**Samuel Buol** - Principles and practices in materials design for secondary ELT in sub-Saharan Africa (*workshop 2, ELT C*)

**Chris Sowton** - Engaging young learners through pictures, music, stories and the natural world (*workshop 3, GISIG*)

**Rose Aylett** - All or nothing? Changing perspectives through the universal language of storytelling (*workshop 4, GISIG*)

11:30 - 11:45 - **Coffee Break**



11:45 - 13:00 - **Parallel Sessions**

**Richard Finch** - Language development and enrichment through literature (*workshop 1, ELT C*)

**Wendy Arnold** - Teaching learners how to learn through metacognitive awareness and learning strategies (*workshop 2, ELT C*)

**Fatou Kiné** - Using Bloom's Digital Taxonomy and blogging for creativity skills (*workshop 3, GISIG*)

**Linda Ruas** - Engaging learners by making local issues global and global issues local (*workshop, GISIG*)

13:00 - 14:00 - **Lunch Break**



14:00 - 15:15 **Parallel Sessions**

**Richard Finch** - Language development and enrichment through literature (*workshop 1*)  
**Jenny Kinnear** - Addressing issues of social justice in English Language teaching in secondary schools – a practical approach (*workshop 2*)

**Linda Ruas** - Engaging learners by making local issues global and global issues local (*workshop 3, GISIG*)

**Aymen ElSheikh** - Globalizing through English as an International Language (*talk*)



15:30 - 16:30 - **Closing Plenary** by **Wendy Arnold**

Developing contextually relevant teacher education programmes



# What does 'global' mean?

Protecting the environment

English language

Healthy food

Globalisation

Money

Development

World understanding



# What does 'global' mean?

- 'the planet – the land of the **whole** earth'
- 'making the big world into a small **community** through economic, political, social and cultural changes – all with English'
- '**expansion** of capitalism – breaking down borders'
- '**linking** countries and people of the whole world, economically and socially, using English, French and Portuguese, internet, WhatsApp and Facebook'
- '**transferring** habits, music, food etc and making English the world language'



- ‘environmental **challenges** like climate change, air pollution, over-fishing in the ocean – that’s global’
- ‘technology that brings people and economies **closer** together, like the Internet’
- ‘we need to talk about ‘global’ and the way things are developing and **act** – individually and in groups like trade unions’
- ‘global started with the invention of trains, and the explorers like Vasco de Gama, David Livingstone and Pedro Alves, who **spread** the cultures, the religions – it’s the same now with the Internet’
- ‘**sharing** important developments in science, technology and communication – borders are less important and people are closer’

Global Mother Earth

Great, Mother Earth

Locally different, your children are  
Omniparous in each corner of the world  
Blended by languages and cultures in  
varieties

Aware of their diversities

Love makes them live globally in harmony.

By Souleymane Camara, Grand-Yoff Middle School Level: 4e M 4 B

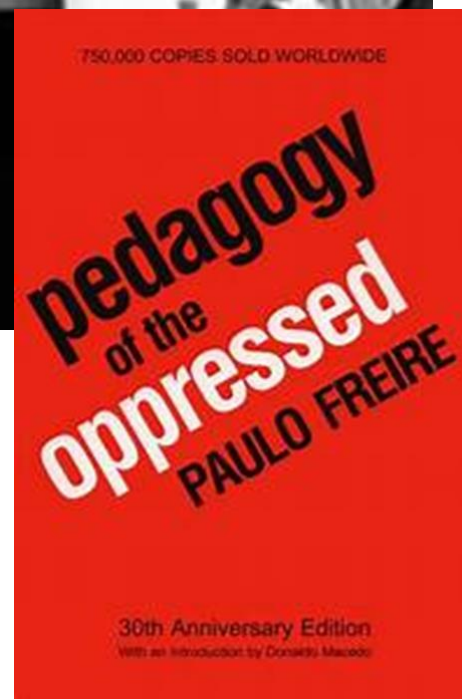
# What does the word " global" ' mean for me?

Explaining "global" means derivating it from "globe" and "globalization" and relating it with earth, planet or citizen to determine their universal and diverse characteristics. I will consider my own experiences to first set it in my locality and second put it on my way with foreigners. Wolof is our practical language in Senegal where intercultural communication and living in a large family are realities. Friendship or marriage exists between a Diola and a Toucouleur. Parents and children live with other relatives like grandparents, uncles, aunts, and cousins. However, learning foreign languages such as French, English and Spanish at school shows me similarities and differences from foreigners in languages, cultures, behaviors. In English, I know how to greet people or how to give directions. I also read English books and understand their thoughts, behaviors and cultures. So, local and foreign languages help us globally reduce our differences in a harmony life.

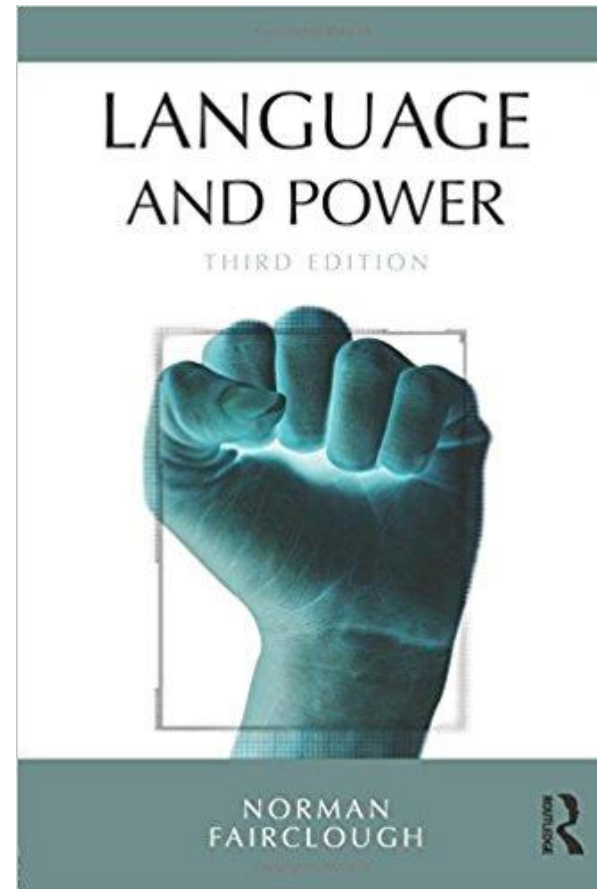
Co-writing Binetou Dieme & Merry Seck 4e M1B Grand-Yoff Middle School







# Critical Pedagogy perspective







# 'REAL' learning:

- Real
- (Intensely) Engaging
- Active
- Life- (or world?)-changing





# Publishers don't like PARSNIPS:



P - **politics**

A - **alcohol**

R - **religion**

S - **sex**

N - **narcotics**

I - **isms**

P – **pork**    **WHY NOT??**

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals  
Alan Malley and folk Peachey



SUSTAINABLE DEVELOPMENT GOALS

**1 NO POVERTY**



**2 ZERO HUNGER**



**3 GOOD HEALTH AND WELL-BEING**



**4 QUALITY EDUCATION**



**5 GENDER EQUALITY**



**6 CLEAN WATER AND SANITATION**



**7 AFFORDABLE AND CLEAN ENERGY**



**8 DECENT WORK AND ECONOMIC GROWTH**



**10 REDUCED INEQUALITIES**



**13 CLIMATE ACTION**



**15 LIFE ON LAND**



**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**



**14 LIFE BELOW WATER**



# Protest banners



Giving girls power to fight against breast ironing in Cameroon. © Nakinti Besumbu Nofuru/Gender Danger)



COP17 protesters in Johannesburg, 2011. *Meraj Chhaya* under a CC Licence





Stories:

Groups or pairs write the

**AUTOBIOGRAPHY OF A .....**



Hello, I'm a tiny microbead, who started life as a plastic bottle. I was made by a company in London and a child bought me. She drank the water and put me in a bin. The recycling men came to pick me up and threw me violently in the recycling. Unfortunately they couldn't recycle me because they said I am the wrong type of plastic, so they sent me to landfill in Nigeria. I got seasick on the long journey and lots of my friends fell into the sea and fish ate them. Finally I arrived and .....

I have a  
dream .....



Manasseh Mathiang, S.Sudan @  
*Andreea Campeanu/Reuters*



Ogoni, Nigeria @ *George Osodi / Panos*



Anjelique Kidjo, Benin @ *Bex Singleton*

# I HAVE A DREAM

*I have a dream that one day,  
The sons of former slaves and the sons of slave  
owners  
Will sit down together at the table of brotherhood.  
I have a dream that one day,  
My four little children will live in a nation  
Where they will not be judged by the colour of their  
skin,  
Where little black boys and little white boys  
Will join hands and work together as brothers.  
This will be the day when all of God's children  
Will be able to sing with new meaning:  
"Let freedom ring!"*

*Martin Luther King Jr*

## TRIBALISM

*I have a dream that one day  
Tribalism will **be kick** out of Cameroon  
And soon **Gadamayos** and **Wadjos**  
Will live together and think together  
About the future of their nation.*

*I have a dream that one day  
**Bamilekes** and **Mundangs**  
Will eat **Nkwui** and **Nyebe** together.*

*I have a dream that one day  
Cameroon will be a big village  
Where every son and daughter  
Will feel good every where  
This will be a day of glory*



# GENDER DISCRIMINATION

*I have a dream that one day,  
Boys and girls of Maoua, Garoua  
Boys and girls of Cameroon, of the whole nation  
**While** be able to stay together in a classroom for the society.  
That one day, girls will drive taxi moto  
And boys **while** sit **behing**  
That women **while** marry men  
I dream of a world where women  
**While** take care of their husbands and  
Husbands take care of their wives  
Where they **while** live in equals rights and privileges.  
And when this dream shall come true  
I have **the faith** that one day,  
**Walai!** Men and women joined together  
**While** move this country into a great nation.*

## Model

*Rain comes falling now (5)*

*People plant, animals eat (7)*

*Everyone is glad (5)*

***Aids, unleashed virus***

*Kills without any **petty***

*Your destroyed my hope*

***Education's great***

*Children learn from their teacher*

*It helps the nations.*

## HABIBA'S SHORT LIFE

*Habiba had her first boyfriend when she was 12. His name was Aminou. They were together for 2 years. They had sex. When she was 14, Habiba began going out with another boy called Yroumsia. Soon after she started dating Yroumsia, she got pregnant. She left school because it is illegal for pregnant women to go to school. During her pregnancy, Habiba had some medical problems and went to see the traditional doctor in her village. Because she was complaining of pain in her lower back, he cut her back with a razor blade. She felt better after that, and before she was 15, Habiba had her first baby. Habiba returned to school when she was 16. She fell in love with Maboudi and stayed with him until she finished school. When Habiba was 20, they got married. After they got married, Habiba had her second baby. When Habiba was 22, she got sick. She had diarrhea for several months and lost a lot of weight. She also had a persistent fever and coughed a lot. A few years later, Habiba died.*

*One day Mabouti's friend told him that Habiba probably died from AIDS. Since that day, Mabouti has been very worried.*

## NAFISSATOU'S LIFE

Once upon a time there was a girl called Nafissatou who loved too much money. She was a girlfriend of Rodrigue who studied in the university of Yaounde I. But Rodrigue didn't give much money to Nafissatou because he was still a student. Sometimes Nafissatou had adventure with another men who can gave her much money. She didn't think to the consequences of these acts. One night when she was going back to her house, she saw a handsome and rich man who called Mr. Winston. She said, "This can be a kind of man that I love". He was in health and he proposed to Nafissatou to accompanied her to her house with his car. During the journey he told her that they can go to his house. She accepted but on the road, she was thinking about her poor boyfriend Rodrigue. They stayed all the night together and they had have sexual contact but Nafissatou forgot to use a condom.

After tree months; she became sick with Rodrigue. One day one of their best friend told Nafissatou and Rodrigue to made the HIV test. They made it and it was positive.

The lecons that we can get from this story is that we cannot know with physical aspects the person who has AIDS and that money is a way to contact AIDS



# SDGs to structure global issues education:

**poverty**                      **hunger**                      **health**  
**education**                      **sanitation**  
**energy**                      **jobs**                      **infrastructure**  
**sustainable cities**                      **consumption**  
**environment**                      **working together**  
**nature and animal life**                      **water**  
**peace and justice**                      **gender**

- Warmers?
- One per month?
- Students working in groups on different goals?
- Adapt tasks from the SDG book?
- English Club project work

# Why?

- Develop critical literacy (to contextualise the past and understand the present)
- Talk, discuss, share opinions - engage
- Apply to local issues
- Develop news literacy, number literacy & internet literacy
- Understand the world
- Problem-solving
- Motivate to take action

# AfricaTESOL / GISIG / YLTSIG competition:

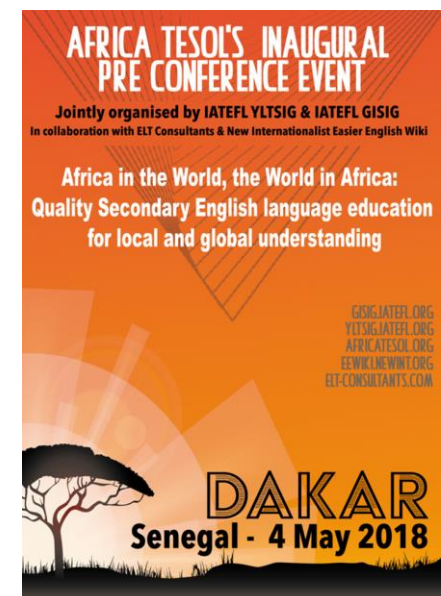
Write (up to 250 words) or write a rap  
or a poem or draw!

Teachers: complete the entry form and attach student  
work to emails to: **gisig@iatefl.org** by 30<sup>th</sup> June 2018

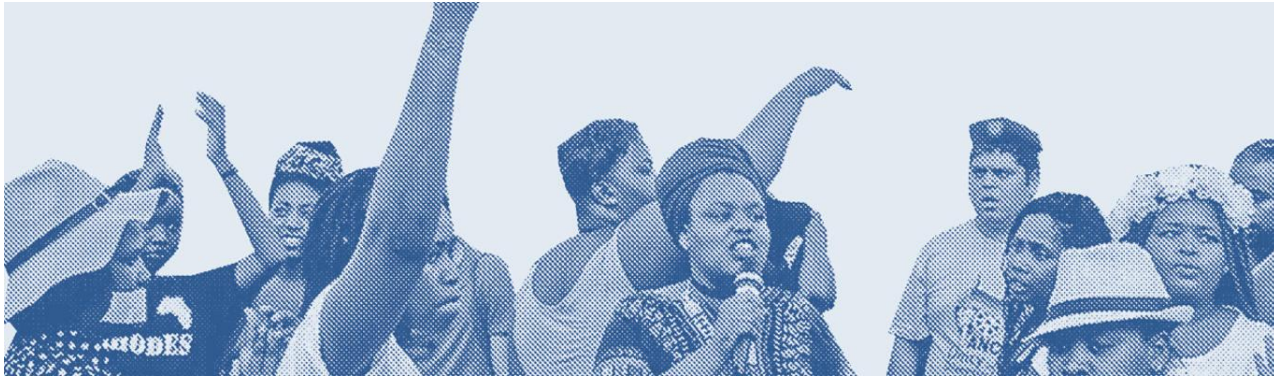
Support: ideas on how to engage learners with SDGs at  
**gisig@iatefl.org**

Prizes: books worth £200

Winning entries will be published by GISIG/YLTSIG



# A poem from The Millenium Model School, Kano, N.Nigeria:



South Africa's young activists (c) *Desmond Bowles, Creative Commons*





# Thank you and enjoy the day!

Contact: [gisig@iatefl.org](mailto:gisig@iatefl.org)

Photos from [www.newint.org](http://www.newint.org) , [eewiki.newint.org](http://eewiki.newint.org) & Harry Kuchah Kuchah

British Council book: **Integrating Global Issues in the Creative English Language Classroom**

<https://bit.ly/2xsTjgl>